

Mississippi Charter School Authorizer Board
Application Toolkit 2013

Application Toolkit

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Introduction

This application toolkit is designed to provide guidance and assistance to applicants for public charter schools in Mississippi. It also includes templates for certain documents, which will be required in any applications submitted in response to the Charter Schools Request for Proposals 2013.

Definitions

- (a) "Applicant" means any person or group that develops and submits an application for a charter school to the authorizer.
- (b) "Application" means a proposal from an applicant to the authorizer to enter into a charter contract whereby the proposed school obtains charter school status.
- (c) "Authorizer" means the Mississippi Charter School Authorizer Board established under Section 37-28-7 to review applications, decide whether to approve or reject applications, enter into charter contracts with applicants, oversee charter schools, and decide whether to renew, not renew, or revoke charter contracts.
- (d) "Charter contract" means a fixed-term, renewable contract between a charter school and the authorizer, which outlines the roles, powers, responsibilities and performance expectations for each party to the contract.
- (e) "Charter school" means a public school that is established and operating under the terms of charter contract between the school's governing board and the authorizer. The term "charter school" includes a conversion charter school and start-up charter school.
- (f) "Conversion charter school" means a charter school that existed as a noncharter public school before becoming a charter school.
- (g) "Education service provider" means a charter management organization, school design provider or any other partner entity with which a charter school intends to contract for educational design, implementation or comprehensive management.
- (h) "Governing board" means the independent board of a charter school which is party to the charter contract with the authorizer and whose members have been elected or selected pursuant to the school's application.
- (i) "Noncharter public school" means a public school that is under the direct management, governance and control of a school board or the state.
- (j) "Parent" means a parent, guardian or other person or entity having legal custody of a child.
- (k) "School board" means a school board exercising management and control over a local school district and the schools of that district pursuant to the State Constitution and state statutes.
- (l) "School district" means a governmental entity that establishes and supervises one or more public schools within its geographical limits pursuant to state statutes.
- (m) "Start-up charter school" means a charter school that did not exist as a noncharter public school before becoming a charter school.
- (n) "Student" means any child who is eligible for attendance in a public school in the state.

- (o) "Underserved students" means students participating in the federal free lunch program who qualify for at-risk student funding under the Mississippi Adequate Education Program and students who are identified as having special educational needs.

Guidance

The 80% Rule

The Rule and Definitions

One of the important aspects of Mississippi's charter school law is its sensitivity to concerns that charters will under-enroll students with the greatest need to be served. As a result, the legislature added the 80% rule to the law. Mississippi Code § 37-28-23(5) reads, "The underserved student composition of a charter school's enrollment collectively must reflect that of students of all ages attending the school district in which the charter school is located, to be defined for the purposes of this chapter as being at least eighty percent (80%) of that population."

The term "underserved" is defined in Mississippi Code § 37-28-5 as "students participating in the federal free lunch program who qualify for at-risk student funding under the Mississippi Adequate Education Program and students who are identified as having special educational needs."

What does this mean?

Essentially, a charter school's percentage of underserved students (students qualifying for free lunch and/or special education services) must be at least 80% of the percent of underserved students of every age within the traditional school district in which the charter resides.

For example, if 60% of students in a district are underserved, a charter school's enrollment of underserved students must equal $60\% \times 80\%$, or 48%.

Calculating a Proposed Charter School's 80% Target of Underserved Students

Step 1: Gather the appropriate data.

- Publicly available data does not differentiate between students who are only receiving free lunch or special education services versus students who receive both. You will need to know these exact percentages in order to correctly calculate the 80% target. The Mississippi Charter School Authorizer Board will provide the correct data to all applicants who have properly completed a Letter of Intent by the deadline.

Step 2: Find the district's total population of underserved students.

- Complete the chart below to correctly calculate the district's total underserved population.

% of students qualifying for FREE LUNCH ONLY	% of students qualifying for SPECIAL EDUCATION ONLY	% of students qualifying for BOTH FREE LUNCH AND SPECIAL EDUCATION	Add boxes 1-3 together to find the TOTAL % of underserved students

Step 3: Calculate the charter school's minimum percentage of underserved students.

- Total District % of Underserved Students:
- Multiply the number above by 80% (remember to move decimal places since you are finding a percent of a percent):

Step 4: In the application, project the demographics of your proposed school.

- Make sure that the projected demographics satisfy the 80% rule.

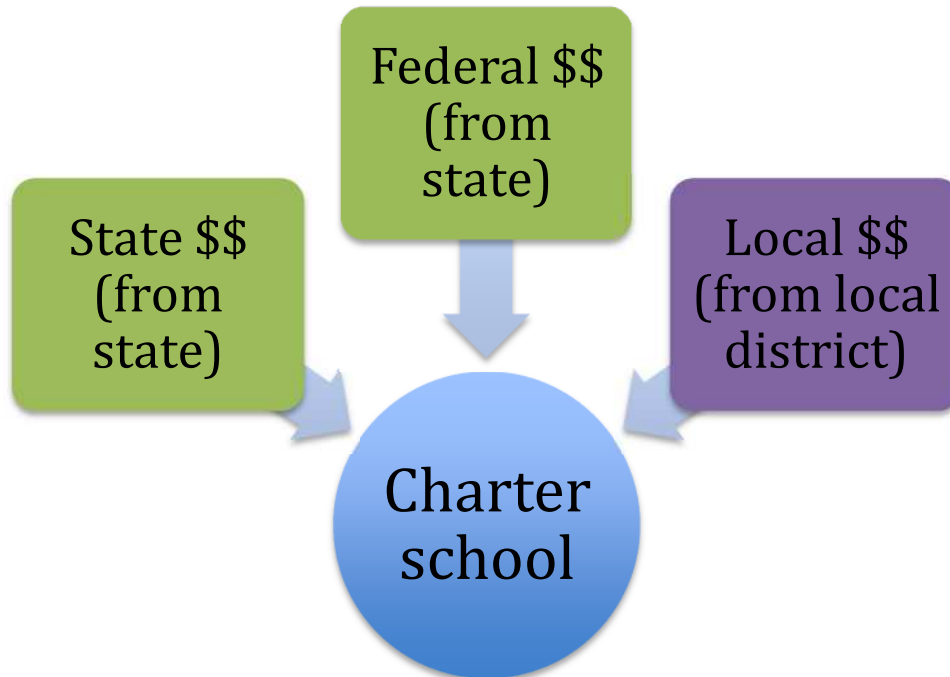
Does a charter school's free lunch percentage and special education percentage separately have to equal 80% of the district's population of both of these groups?

No. The legislation requires that the underserved population at the charter school collectively reflect that of the district's. Therefore, a charter could serve a population of students receiving special education services that is exactly equal to that of the district's while serving a smaller percentage of students who qualify for free lunch, as long as the total underserved population is at least 80% of the district's underserved population. However, if the percentage of students in either category is very different from that of the district, a charter school could be investigated to determine if it engaged in any unlawful practice to bring about that result.

What happens if a charter school does not enroll an appropriate underserved population?

Mississippi Code § 37-28-5 states, "If the underserved student composition of an applicant's or charter school's enrollment is less than eighty percent (80%) of the enrollment of students of all ages in the school district in which the charter school is located, despite the school's best efforts, the authorizer must consider the applicant's or charter school's recruitment efforts and the underserved student composition of the applicant pool in determining whether the applicant or charter school is operating in a nondiscriminatory manner. A finding by the authorizer that a charter school is operating in a discriminatory manner justifies the revocation of a charter."

Understanding Funding for Charter Schools for Budgeting



BALLPARKING A PER-PUPIL AMOUNT

The fastest way to ballpark a per-pupil amount for budgeting purposes is to look at the most recent per-pupil amount spent by the district in which your charter will reside. Look at pages 31-35 of the 2011-2012 Superintendent's Report to get an idea of this figure:

<http://ors.mde.k12.ms.us/pdf/a/2013%20Superintendent's%20Annual%20Report%20for%20SY%202011-2012%20version12.pdf>. The information below will help you gain a more precise estimate as well as an understanding of where the dollars come from and how your school will receive them.

STATE DOLLARS

All state dollars that support education, with the exception of any state facilities funds, will flow directly to approved charter schools. There are two main categories of relevant state funds: Mississippi Adequate Education Program (MAEP) funds and state categorical funding. In 2011-2012, state funds averaged approximately 50% of a school district's total revenue.

MAEP and how to use it for budgeting

MAEP is the state funding formula for K-12 education. The purpose of MAEP is to guarantee a minimum amount of funding for every public school child in the state. The share of MAEP dollars that a school district gets is based on a formula in law. Because charter schools are their own local educational agencies (LEAs), MAEP will be calculated for you separately from the district in which you reside. Your school's share of MAEP will flow directly from the Mississippi Department of Education to your school in the same manner in which school funding

is distributed to traditional public schools.

The formula is as follows:

$$\text{Average Daily Attendance} \times \text{Base Student Cost} + \text{At-Risk Component} - \text{Local Contribution} + 8\% \text{ Guarantee} = \text{MAEP Formula Allocation}$$

- Average Daily Attendance (ADA) is the number of student who, on average, attend your school every day. For MAEP, this number excludes students who are in self-contained special education classes. ADA is different than a school's enrollment, which is the number of children signed up to attend your school. Since MAEP is lagged a year, your ADA for the previous school year will be used for your current year calculation. *However, in the first year, your projected enrollment will be used initially and then your second year payments will reflect a reconciliation up or down between the projected enrollment and your first-year ADA. For a conservative budgeting estimate for your first year, you may want to assume your first-year ADA will be 10% lower from your projected enrollment. For a conservative budgeting estimate for each year thereafter, estimate that 95% of your enrollment excluding estimated self-contained special education students will attend your school everyday.*
 - Note: There is a special "high-growth component" to ADA for districts with rapidly expanding enrollments. This may apply to many charter schools. However, the current law requires that a district have rapidly expanding enrollments for the three preceding years in order to qualify. In the first three years, there is no provision for charters to qualify for the high-growth component.
- Base student cost is the number calculated by the Mississippi Department of Education (MDE) to reflect the minimum amount of money required to adequately educate a child in the state of Mississippi. MDE has a formula it uses to determine the base student cost each year. For the 2014-2015 school year, the base student cost is preliminarily calculated to be \$5,054.97. However, the legislature rarely appropriates enough money to meet the full estimate of the base student cost. *For a conservative budgeting estimate, you should estimate that the appropriated base student cost will be at least 12% lower than the calculation, which is approximately how much lower the base-student cost appropriation was from the calculated base student cost in FY2014. For future budget years, you should estimate that the base student cost will not increase by more than 1-2%.*
- The At-Risk Component is additional 5% of base student cost funding for each child a district serves who qualifies for free lunch. A school's free lunch count on October 31 of the preceding year is used. For a charter school's first year, the projected free lunch count would be used. *For a conservative budgeting estimate, you should estimate that you will serve at least 80% of the percent of students qualifying for free lunch in the district in which your charter resides.*
- The Local Contribution is the amount of local tax dollars a district must pay towards the guaranteed state minimum per-pupil expense. This money is not transferred to the state, only taken into account when calculating the state's share of the minimum per-pupil

amount. The local contribution is somewhat tricky to calculate because it includes a few different types of local funding sources: ad valorem tax reduction grants, in lieu payments, and the value of 28 mills. It also looks at data from the second preceding year rather than the prior year like other components of MAEP. Furthermore, the local contribution is capped at 27% of program costs. This means that in school districts where the value of 28 mills is very high, the local contribution will be a maximum of 27% of the total base student cost and at-risk component. Most districts are not at the 27% cap. Every year, the Mississippi Department of Education calculates what the local contribution is that each district must make towards MAEP based on all of these rules. It then tells each district how much its local contribution will be. A charter school's local contribution will be equal, on a per-pupil basis, to that of the district in which the charter resides. *For a conservative budgeting estimate, you should use the most recent local contribution for your first year budget and then use the percent of the contribution in future budget years.* The Charter School Authorizer Board will provide you with the most recent local contribution per-pupil for the relevant district once you turn in a letter of intent.

- The 8% Guarantee is a provision added by the legislature to guarantee that all districts receive at least as much MAEP funding as they did in 2002 plus 8%. This provision impacts very, very few districts. The Charter School Authorizer Board will alert you as to whether the district in which your school will reside will receive 8% Guarantee funds.

State Categorical Funds

Charter schools are entitled to state categorical funds as are traditional school districts. There are five categorical funds: transportation, special education, gifted education, alternative education, and vocational education.

- Transportation—If a charter school chooses to take state transportation funds, it must abide by the reporting requirements for the program. For those rules, see <http://www.mde.k12.ms.us/safe-and-orderly-schools/pupil-transportation>.
- Special education—In order to receive federal special education funds, a charter school must accept state funds for special education and follow the rules and regulations for both. To learn more about special education, refer to the Special Education Office at MDE: <http://www.mde.k12.ms.us/special-education>.
- Gifted education—If a charter school chooses to take gifted education funds, it must abide by the reporting requirements for the program. For more information, see <http://www.mde.k12.ms.us/curriculum-and-instruction/advanced>.
- Alternative education—If a charter school provides alternative education and accepts alternative education dollars, it must abide by the reporting requirements for the program. For more information, see <http://www.mde.k12.ms.us/dropout-prevention-and-compulsory-school-attendance/alternative-education-ged>.
- Vocational education—If a charter school chooses to offer vocational education courses and take vocational education dollars, it must abide by the reporting requirements for the

program. For more information, see <http://www.mde.k12.ms.us/career-and-technical-education>.

Note on Lump Sum MAEP Allocations

In years in which the state legislature does not fully fund the MAEP formula (which is nearly every year), school districts are given their dollars in a “lump sum” to be used as they see fit, within the law. The one exception is that school districts must still spend an appropriate amount of state funds on special education, as this is required to receive federal dollars and to maintain compliance with federal law.

FEDERAL DOLLARS

Federal dollars flow directly from the state to the charter school based on the eligibility of children enrolled in the charter school for the various federal programs. These federal funds would include, for example, Title I and IDEA. The Mississippi Department of Education administers all federal funding sources based on the rules attached to each program. *Since charter schools are their own local educational agencies (LEAs), they will need to apply for federal funds in the same way that traditional school districts do.* Please refer to the Mississippi Department of Education’s Office of Federal Programs for more information:

<http://www.mde.k12.ms.us/federal-programs>. In 2011-2012, an average of approximately 18% of a school district’s total revenue came from federal sources. Please note that this number could be a lot higher for school districts with very high populations of economically disadvantaged students.

LOCAL DOLLARS

For each student enrolled in a charter from a local district, the legislature intended for money to follow the child from the local school district to the charter. This means that the local district will divert to the charter a proportionate share of the local funding. Charter schools will not receive any amount of the local taxes that were levied for bonded indebtedness, short-term notes, or vocational-technical programs. In 2011-2012, an average of approximately 31% of a school district’s total revenue came from local sources.

Only the local school board will make a request to the appropriate municipal or county board for an amount to fund all public school students (traditional and charter) in that district. The local board can only ask for the amount of last year’s aggregate receipts plus the allowable percentage increase already in state law; it will not be able to ask for an additional percentage increase due to the presence of a charter in the district. The district will transfer to the charter a proportionate share of the actual receipts each month.

Since the school district typically bases its request to the taxing authority on its previous budget, it does not necessarily calculate a local “per-pupil” amount each year. To estimate how much local funds a charter may receive, you can estimate a per-pupil amount based on the district’s enrollment and its local revenue (see pages 37-39 in the Superintendent’s Report:

<http://ors.mde.k12.ms.us/pdf/a/2013%20Superintendent's%20Annual%20Report%20for%20SY%202011-2012%20version12.pdf>). Remember that this figure will include not only the local

contribution to MAEP but also the operational taxes levied above 28 mills. It may also include revenue resulting from taxes for short-term notes, bonded indebtedness, or vocational-technical programs to which a charter is not entitled. To determine whether a school district may be taxing its residents for these additional expenses, refer to pages 45-49 of the Superintendent's Report to see if additional mills are being levied:

<http://ors.mde.k12.ms.us/pdf/a/2013%20Superintendent's%20Annual%20Report%20for%20SY%202011-2012%20version12.pdf> . *For a conservative budgeting estimate, you should determine whether your local school district raises revenue that charters are not entitled to before using the most current local revenue per-pupil estimate in your budget.*

Performance Framework

Applicants must create a performance framework that represents the measures, metrics and indicators of success for the proposed school. The format in which the applicant presents this data is flexible. However, the performance framework must include goals for two areas. The performance framework must contain academic program and governance goals. Include the framework as Attachment S.

Academic goals:

- a. student academic proficiency (for all major content areas)
- b. student academic growth (for all major content areas)
- c. achievement gaps in (major content areas)
 - a. proficiency and
 - b. growth between major student subgroups
- d. attendance
- e. recurrent enrollment from year to year
- f. in-school suspension rates (if applicable)
- g. out-of-school suspension rates (if applicable)
- h. expulsion rates
- i. post-secondary readiness (for high schools) that will include the percentage of graduates:
 - a. submitting applications to post-secondary institutions
 - b. high school completion
 - c. postsecondary admission
 - d. postsecondary enrollment and/ or
 - e. postsecondary employment

Governance Goals

- f. financial performance
- g. sustainability
- h. board performance

- i. stewardship (including compliance with all applicable laws, regulations and terms of the charter contract)

All data concerning student populations must be disaggregated by major student subgroups (gender, race, poverty status, special education status, ELL status, and gifted).

Resources

School Culture

- **Strategic School Design (SSD):** New school applications may find it helpful to incorporate elements of SSD into their applications. For more information on SSD, consult the book The Strategic School: Making the Most of People, Time and Money by Karen Hawley Miles and Stephen Frank.
- **Student Attendance:** Refer to Mississippi's compulsory school attendance law, which can be accessed here: <http://www.mde.k12.ms.us/dropout-prevention-and-compulsory-school-attendance/compulsory-attendance>.

Education Program

- **Mississippi Academic Standards:** All schools must employ standards that meet or exceed Mississippi's Academic Standards. Charter schools must use the Common Core State Standards. Review the standards at: <http://www.mde.k12.ms.us/curriculum-and-instruction>
- **Graduation Requirements:** High schools approved by the MS Charter Schools Authorizer Board will be expected to meet or exceed the same graduation requirements as all other MS traditional public high schools, set forth at http://www.mde.k12.ms.us/docs/2012-board-agenda/tab_16_appendix_a_and_standard_20_rev.pdf?sfvrsn=2h
- **Mississippi Standardized Tests:** All schools in Mississippi must administer (at a minimum) the correct, state-mandated assessments to monitor student progress. Review information about these standardized assessments at: <http://www.mde.k12.ms.us/student-assessment>
- **Mississippi Third Grade Reading Gate:** Review information at <http://www.mde.k12.ms.us/docs/sped-powerpoints-page/3rd-Grade-Reading-Gate.pdf?sfvrsn=2>
- **Gifted education:** Review the regulations for a Gifted Education Program using state add-on funds here: <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Advanced Learning and Gifted Programs/2013 Regulations for the Gifted Education Programs in Mississippi - Board Approved 2013.05.17.pdf>
- **Mississippi High School Activities Association:** Information about the MHSAA for charter schools that want to join can be found here: <http://www.misshsaa.com/>

Governance

- **Training modules for governing board members** of Mississippi charter schools can be found at: <http://www.msbaonline.org/AboutMSBA/tabid/387/Default.aspx>
- **MDE Resources on Funding:**
 - General explanation of Mississippi Adequate Education Program funding: http://www.mde.k12.ms.us/docs/school-financial-services-library/maep_explanation_2010C2281CA29877.pdf?sfvrsn=2
 - Worksheet to calculate charter at-risk funding: <http://www.mde.k12.ms.us/school->

- [financial- services/school-financial-services-fets-formulas](http://www.mde.k12.ms.us/school-financial-services-fets-formulas)
 - Financial Policies and Procedures: <http://www.mde.k12.ms.us/school-financial-services>
- **For information on Title I, II, and III grants**, refer to: <http://www.mde.k12.ms.us/federal-programs>
- **NACSA’s Issue Brief *Good to Govern* on charter governing boards:**
<http://nacsamycrowdwisdom.com/diweb/catalog/item/id/77222/q/q=boards&c=82>
- **Facilities:** Refer to Mississippi Code § 37-28-61, regarding a charter school’s “right of first refusal” to facilities.

Education Service Providers

- *Charting a Clear Course: A Resource Guide for Building Successful Relationships between Charter Schools and School Management Organizations*, available at: <http://www.publiccharters.org/publication/?id=393>.

Letter of Intent

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board regarding an applicant's intention to submit a proposal for opening a charter school.

The information presented in the Letter of Intent is non-binding.

Name of Proposed School	
Grade Configuration	
Model or Focus	
Primary Contact Person	
Phone	
Email	
District	
Proposed Leader (if known)	
Replication?	
Contract with ESP?	

Enrollment Projections: *Provide additional rows and columns if necessary. Replace "Year 1" with the academic year the applicant plans to begin operating and the four subsequent academic years.*

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
X					
X					
X					
Total # of students					

Mission of School:

Provide a brief overview of the education program of the school:

Complete the following table to list Board members for the school at this time. Add rows as is necessary.

Name	Current Professional Title and Organization	Board Role	Focus/Expertise

Sample Intent to Enroll Form

This confidential Intent to Enroll Form is used to demonstrate interest in having your child(ren) enroll at _____. Signing this Intent to Enroll does not obligate the student to attend _____ nor does it guarantee admission. However, parents/legal guardians who sign this Intent to Enroll are indicating a sincere desire to enroll their child(ren) in this school in the event that the Mississippi Charter School Authorizer Board approves the applicant's proposal to open.

Parents and guardians should understand that the Mississippi Charter School Authorizer Board must vote to approve any new charter school, whether a conversion or a start-up, and such vote has not yet occurred for the school referenced herein.

School Information		
School Name:		
Grades Served:		
Proposed District Location:		
Anticipated Opening Date:		
School Leader/Contact:		
Parent/Legal Guardian Information		
Parent/Legal Guardian's Name(s):		
Primary Phone:		
Email:		
Student's Home Address		
Street Address:		
City:	State: MS	Zip Code:
Student Information		
Please list each child whom you are interested in enrolling in the school.		
Student's Name:	Age:	Grade:
Student's Name:	Age:	Grade:
Student's Name:	Age:	Grade:

Parent/Legal Guardian Name (Print)

Parent/Legal Guardian (Signature)

Date ____/____/____

Charter School Board Member Questionnaire

(To be completed individually by each proposed board member for the Charter School)

The purposes of this survey are: 1) to supply pertinent information to the application review team; 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and 3) to identify any potential conflict of interest you may have as a board member.

Conflict of Interest

The information requested below is being requested to identify any potential conflicts of interest that you may have as a board member. This is in alignment with best practices in non-profit and charter school governance and is also DPS policy for its board members. If the charter school is approved, any conflict of interest that is identified must be addressed by the charter school in alignment with its board conflict of interest policy.

Background/Criminal History Checks

Background checks are an important volunteer management tool for charter schools. The safety of students, employees, and board members is of upmost importance. Moreover, the judicious oversight of the school's finances and operations is among the governing board's main responsibilities. Accordingly, applicant is to submit criminal background checks on all Charter School Board Members.

Contact Information

Name of charter school	
Your name	
Home address	
City/State/Zip	
Telephone	
Email	
Employer Address	
Employer City/State/Zip	

Are you a Mississippi resident? ☐ Yes. ☐ No.

Are you a United States citizen? (Please provide proof as an attachment to this document.)

☐ Yes. ☐ No.

Will any of your children attend this public charter school? ☐ Yes. ☐ No.

If yes, how many?

Will you be able to attend regularly scheduled board meetings? ☐ Yes. ☐ No.

Check your highest education level:

☐ High School/GED ☐ Associate's Degree ☐ Trade/Business School
☐ BA or BS Degree ☐ Master's Degree ☐ MD, DO, JD, Ph.D., etc.

Please check each area of expertise you would contribute to the board:

Community Service	Education	Finance	Fundraising	Law
Management	Marketing	Parental Involvement	Personnel	Public Relations

Board members' resumes should be attached to this questionnaire.

Have you ever managed a school? ☐ Yes. ☐ No.

If yes, provide as an attachment to this document annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.

Conflict of Interest

1. Indicate whether you currently or have previously served on a board of a school district or another Charter School. ☐ Yes. ☐ No.

If yes please list the board(s) and date(s) of service.

2. Have you been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency, professional association, disciplinary committee, or other professional group? ☐ Yes. ☐ No.

If yes, please explain.

3. Do you or an immediate family member have a close personal relationship with the School or any individual(s) associated with the School that would make it difficult for you to execute your duties as a board member in an independent manner?
☐ Yes. ☐ No.

If yes, please describe.

4. Do you or any immediate family members have any contractual agreements with the School? ☐ Yes. ☐ No.

If yes, please describe.

5. Have or will you or any member of your immediate family receive funds, gifts, loans, services or any other consideration for any purpose from the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

If yes, please describe.

6. Will you or any member of your immediate family be leasing or selling any real estate property to the School? ☐ Yes. ☐ No.

If yes, please explain the arrangement in detail.

7. Have or will you or any immediate family members be guaranteeing or granting any loans or services—at no charge or for charge—to the School or any other company contracting or providing service to the School? ☐ Yes. ☐ No.

If yes, please describe.

8. Are or will you or any immediate family members be employed at the School (either directly or as an employee of the educational service provider or any other company contracting or providing service to the School)? ☐ Yes. ☐ No.

If yes, please describe.

9. Are or will you or any immediate family member be serving as an officer, director, trustee, sole proprietor, employee, sales representative, agent, consultant, independent contractor, or advisory board member to the educational service provider or any other company, organization or agency funding projects, goods or service to the School?
☐ Yes. ☐ No.

If yes, please describe.

10. Do you or an immediate family member own stock or have direct or indirect financial interest in any contract where the financial interest amounts to \$250 or 5% or more of the contract costs to the School, or the financial interest amounts to \$5000.00 or more in any corporation, partnership, association or joint venture involving the School, educational service provider, or any other company or entity contracting with the School?

☐ Yes. ☐ No.

If yes, please describe.

11. Do you or an immediate family member know any individual(s) or entity(ies) that does or plans in the next year to engage in business or any exchange of services with the School?

☐ Yes. ☐ No.

If yes, please describe.

12. Other than your current board position, do you currently serve as an elected or appointed public official? ☐ Yes. ☐ No.

If yes, please describe.

13. Do you currently serve with any other board, group or corporation that has an interest in the actions you would take as a member of the board? ☐ Yes. ☐ No.

If yes, please explain.

14. Do you foresee any potential ethical or legal conflicts of interest if you serve on the School Board? ☐ Yes. ☐ No.

If yes, please explain.

15. To the best of your knowledge, are there situations not described in this questionnaire which may give the appearance of a conflict of interest between you or a member of your immediate family, or would make it difficult for you to execute the duties of your office in

an independent manner? ☐ Yes. ☐ No.

If yes, please describe.

School Mission and Program:

1. What is your understanding of the school's mission and guiding beliefs?
2. What is your understanding of the school's proposed educational program?
3. What do you believe to be the characteristics of a successful school?

Governance:

1. Why do you wish to serve on the board?
2. What is your understanding of the appropriate role of a public charter school board member?
3. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
4. Provide a forecast of where you see the school after its first year of operation and then again in four years. Please be sure to include high level academic and financial components.
5. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
6. How would you handle a situation in which you believe one or more members of the school's board was acting unethically or not in the best interests of the school?

Certification

I recognize that all information submitted with this conflict of interest disclosure (with the exception of the background check) becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter

School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. Further, if the proposed charter school is approved, I recognize that falsification or failure to submit a complete annual conflict of disclosure becomes justification for removal.

Board Member's Signature

Date

Board Member's Typed Name

Date

School Facility Questionnaire

School Name:					
Primary Contact for Facility Planning:					
Telephone:			Email:		
Provide grade levels and student enrollment estimates for the first five years. Replace “Year 1” with the academic year the applicant plans to open, and then “Years 2-5” with the subsequent years.					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades					
Enrollment					
School District in which charter school will be located:					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners: (Note: Charter school has right of first refusal for vacant school facility.)					
Facility #1:					
Facility #2					
Are you interested in investigating the possibility of occupying a district-owned facility should a district-owned facility be available?					

Core Classroom Requirements Years 1-3:		
Baseline assumption for number of students per classroom:		
Year 1	Year 2	Year 3
Administrative/Support Spaces		
Main Office	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of private offices needed (e.g., principal, AP, etc.):		
Satellite Office	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work Room/Copy Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Supplies Storage	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Teacher Work Room(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, list number of work/planning rooms needed.		
Number of art rooms (with or without kiln)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Number of computer labs	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Library Media Center (LMC)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Performance/Dance Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Auditorium	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (list room type and number)		
Physical Education/Athletic Requirements		
Locker Rooms	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Weight Room	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Field(s) – soccer, football, multipurpose	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball Field	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Softball Field	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (please list):		
Other Needs		
Large space for class/school assemblies (e.g., morning meeting, cafeteria)		
Spaces not addressed and/or special considerations:		
School Lunch Requirements		
Food Preparation/Distribution Center		
Eating Area		

Attachment Checklist

- A. Evidence of support from community partners
- B. Evidence of support from prospective families/stakeholders/ community members
- C. School Discipline Policy
- D. School Leader job description
- E. Identified school leader resume and evidence of capacity to lead, proof of US Citizenship
- F. Leadership team job descriptions, resumes, proof of US Citizenship and evidence of capacity to lead
- G. Organizational chart for school personnel
- H. Personnel roster
- I. Enrollment policy
- J. Lottery policy
- K. Transportation plan
- L. School facilities questionnaire
- M. Facilities floor plan
- N. Start up plan
- O. School calendar
- P. Daily schedule samples
- Q. Policy for students with disabilities
- R. School policy for fees and hardship waivers
- S. Performance framework
- T. Professional development scope and sequence
- U. Organizational chart with lines of authority for governing board
- V. Completed board member questionnaires
- W. Articles of incorporation
- X. Fundraising plan and evidence
- Y. Financial policies
- Z. Petition for conversion
- AA. Education service provider background information
- BB. Education service provider contract information
- CC. Evidence for Applicants with schools currently open

Assurances

1. The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
2. The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
3. The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
4. The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
5. The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
6. The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
7. The applicant will not charge tuition.
8. The applicant will provide a transportation plan for students attending the proposed charter school.
9. The applicant will abide by all civil rights and health and safety requirements applicable to noncharter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
10. The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to noncharter public schools in the state.
11. The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-51;
 - d. Mississippi Code § 37-3-53;
 - e. Mississippi Code § 37-11-18;
 - f. Mississippi Code § 37-11-18.1;
 - g. Mississippi Code § 37-11-19;
 - h. Mississippi Code § 37-11-20;
 - i. Mississippi Code § 37-11-21;
 - j. Mississippi Code § 37-11-23;
 - k. Mississippi Code § 37-11-29 and 37-11-31;
 - l. Mississippi Code § 37-11-67;
 - m. Mississippi Code § 37-13-3;
 - n. Mississippi Code § 37-13-5 and 37-13-6;
 - o. Mississippi Code § 37-13-63(1);
 - p. Mississippi Code § 37-13-91;
 - q. Mississippi Code § 37-13-171(2) and (4);
 - r. Mississippi Code § 37-13-173;

- s. Mississippi Code § 37-13-193;
 - t. Mississippi Code § 37-15-1 and 37-15-3;
 - u. Mississippi Code § 37-15-6;
 - v. Mississippi Code § 37-15-9;
 - w. Mississippi Code § 37-15-11;
 - x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
 - y. Mississippi Code § 37-18-1.
12. The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.
 13. The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.
 14. The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
 - a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
 - b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
 - c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.
 15. The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.
 16. The applicant agrees to adhere to generally accepted accounting principles.
 17. The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term “foreign” means a country or jurisdiction outside of any state or territory of the United States.
 18. The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Authorized Official's Signature

Date

Authorized Official's Typed Name

Date

Authorized Official's Signature

Date

Authorized Official's Typed Name

Date

The authorized official signatures lines may be duplicated as needed.